

# Teaching With Heart

**Making Healthy  
Connections  
With Students**

**Judith A. Deiro**

# Teaching With Heart Making Healthy Connections With Students

**O García**



## **Teaching With Heart Making Healthy Connections With Students:**

*Teaching With Heart* Judith A. Deiro, 1996-04-18 Demystifies caring by describing a set of practices that any high school teacher can use Deiro shows that it is possible to develop healthy bonds with students without becoming intimate Some of the practices may surprise you all are compellingly illustrated by case examples A must read for teacher education professionals as well as for novice and experienced teachers Thomas J Sergiovanni Lillian Professor of Education and Administration Trinity University San Antonio Texas *Teaching With Heart* is a book of great clarity and wisdom I plan to recommend it widely E Timothy Burns Author Educator and Presenter Santa Fe New Mexico An inspiring book one that reaffirms what I know I m doing well and encourages me to keep finding ways to show respect for my students Shellie Mueller Teacher Sunnycrest Elementary School Lake Stevens School District Washington Examines the methods that outstanding teachers use to develop healthy caring relationships with their students without turning into counselors or parents Identifies and discusses the teacher behaviors that sustain and support students while helping them learn Here you ll find case studies that illustrate how you can begin to foster caring and closeness in your school or classroom Learn to make real connections with your students to help buffer them against self defeating behaviors common among young people Develop these six effective strategies Learn how to listen to their points of view Set high standards for yourself and for your students Encourage students to be individualistic and independent Learn how to treat students with dignity and respect Use discipline with humor Make it safe for your students to learn Deiro describes the personal and workplace resources that will encourage sustain and support you as you work to create caring relationships with your students She provides a valuable framework you can use right now to begin building closer bonds in your school or classroom If you are a classroom teacher who wants to learn to be more caring or a teacher educator or administrator who wants to teach novices or experienced staff how they can be more caring teachers this book is the place to start

**Teacher-Student Relationships: Toward Personalized Education** Beth Bernstein-Yamashiro, Gil G. Noam, 2013-04-16 Explore the complexity of teacher student relationships in secondary school settings and learn how these largely unscripted relationships function for students and teachers in their learning and socioemotional development For teachers the relationships provide a foundation for pedagogical and curricular endeavors and lead to their increased investment in students growth development and academic success Students who have such relationships feel more comfortable in their learning environments interested in the material and motivated to perform well We discuss what these relationships look like from the perspectives of teacher and student Topics include Drawing appropriate boundaries School provided guidelines and guidance Formats for supporting teachers A whole school approach to working on students emotional challenges Relationships in after school programs The voices of teachers and students in this volume show how much young people want to feel known and engage with teachers and how much teachers feel rewarded and invigorated by taking the step to connect with students on this level This is the 137th

volume of New Directions for Youth Development the Jossey Bass quarterly report series dedicated to bringing together everyone concerned with helping young people including scholars practitioners and people from different disciplines and professions

**Resiliency in Action** Nan Henderson, Bonnie Benard, Nancy Sharp-Light, 2007 How to build bounce back kids families schools and communities is the theme of Resiliency In Action Practical Ideas for Overcoming Risks and Building Strengths in Youth Families and Communities It is edited by internationally recognized resiliency expert trainer and consultant Nan Henderson M S W whose publications are used in more than 25 countries The book is a research based practical guide for educators counselors parents community organizers and mentors and is filled with the latest strategies for helping children families schools and communities bounce back from risk stress trauma and adversity More than two dozen experts in the fields of child family organizational and community resiliency contributed to the book which challenges a widely accepted myth about people especially young people who experience risks stress trauma and adversity in their lives according to Henderson Contrary to popular opinion the majority of these individuals over time do bounce back and do well There is a growing body of scientific research from several fields that documents this fact and yields important information as to what can be done every day to facilitate this process of overcoming This book is really three books in one it contains the most recent research hands on and practical strategies and stories of resilient individuals and best practices The book includes 60 chapters grouped in seven sections The Foundations of Resiliency Resiliency and Schools Resiliency and Communities Resiliency Connections Mentoring Support and Counseling Resiliency and Youth Development Resiliency and Families and Resiliency and the Brain

**Working-Class Comic Book Heroes** Marc DiPaolo, 2018-04-19 Contributions by Phil Bevin Blair Davis Marc DiPaolo Michele Fazio James Gifford Kelly Kanayama Orion Ussner Kidder Christina M Knopf Kevin Michael Scott Andrew Alan Smith and Terrence R Wandtke In comic books superhero stories often depict working class characters who struggle to make ends meet lead fulfilling lives and remain faithful to themselves and their own personal code of ethics Working Class Comic Book Heroes Class Conflict and Populist Politics in Comics examines working class superheroes and other protagonists who populate heroic narratives in serialized comic books Essayists analyze and deconstruct these figures viewing their roles as fictional stand ins for real world blue collar characters Informed by new working class studies the book also discusses how often working class writers and artists created these characters Notably Jack Kirby a working class Jewish artist created several of the most recognizable working class superheroes including Captain America and the Thing Contributors weigh industry histories and marketing concerns as well as the fan community s changing attitudes towards class signifiers in superhero adventures The often financially strapped Spider Man proves to be a touchstone figure in many of these essays Grant Morrison s Superman Marvel s Shamrock Alan Moore and David Lloyd s V for Vendetta and The Walking Dead receive thoughtful treatment While there have been many scholarly works concerned with issues of race and gender in comics this book stands as the first to deal explicitly with issues of class cultural capital and

economics as its main themes      **Resources in Education** ,1997      Teachers DO Make a Difference Judith A. Deiro,2004-10-05 Teachers make a difference not only in what their students learn about content but in what they learn about life Closing the achievement gap and creating high performing schools depends not on what we teach but how we teach The most powerful and effective way teachers can help students overcome negative influences in their environment as well as succeed in becoming their best selves is by developing close and caring connections with them Developing quality relationships with students is key to their healthy development Teachers DO Make a Difference gives teachers strategies guidelines and real life examples of how to build and enrich close and trusting teacher student relationships This important new resource covers key topics including Setting high expectations for students Conveying confidence in student capabilities Creating classroom rituals and traditions Networking with family and community Developing strong interpersonal skills Identifying relational resources Communicating appropriate caring and respect in the classroom Healthy connections with teachers are associated with a decrease in behavioral problems and an increase in social and academic skills The relationships we develop with our students are at the heart of how we make a difference      **Managing the Adolescent Classroom** Glenda Beamon Crawford,2004-05-12 Uncover the secrets of teachers who are recognized as outstanding classroom managers Through fourteen case studies of exemplary teachers Crawford showcases adolescent classroom management at its best Teachers can draw from this rich store of individual tips secrets and procedures and adapt these management solutions immediately Along with these variations on classic elements of success Crawford also provides many new entry points for new and experienced teachers to improve their own management Reflective chapter questions and discussion prompts make this a productive resource for study groups and mentors as well as classroom teachers Managing the Adolescent Classroom demonstrates how to triangulate great management around three essential factors Physical leveraging time space and a structured environment Affective strategies to promote positive personal and interpersonal development Cognitive use of instructional pace and engagement to motivate behavior and commitment to learning By successfully managing the physical social emotional and academic dimensions of the classroom environment teachers can create an essential foundation for a learning community of young adolescents that will promote relationships belonging and achievement      **Resources in Education** ,1996      *Boletin Internacional de Bibliografia Sobre Educacion* ,1997      **Journal of Health Education** ,1999      *The British National Bibliography* Arthur James Wells,1996      Sunday School Journal for Teachers and Young People ,1890      *The Church School Journal* ,1880      **The Sunday School Journal** ,1881      Healthy School Lunch Action Guide Susan Campbell,1994      *Wellness for Helping Professionals* John W. Travis,Meryn G. Callander,1990      Characteristics of Successful Schools ,2002      **California Preschool Learning Foundations: Visual and performing arts. Physical development. Health** Faye Ong,2008      *Journal of Health, Physical Education, Recreation* ,1960      **THE EDUCATIONAL TIMES, AND JOURNAL OF THE COLLEGE OF PRECEPTORS** C.F.

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